

Only formal examination, written or practical, can give a clear picture of students' true knowledge and ability at university level. Continuous assessment like course work and projects are poor measures of student ability. How far do you agree with this latter statement?

To evaluate students, teachers might employ final exams or continuous assessments. Some say formal examinations are the only reliable and accurate ways for measuring students' skill abilities and other measures such as continuous assessments during a study course are less important.

Firstly, for most of us final examinations are crucible. Some students cannot perform well during exams due to stress and anxiety. For example, often students burn the midnight oil on the eve of most exams. Afterwards, when they are sitting for the exams, they cannot perform well just because of meager sleep. Moreover, final exams cannot evaluate all ~~the~~ facets of learning which a student acquired during a course. Therefore, some study courses need other assessments for final evaluation such as projects which depend on the field of study.

Secondly, on one hand, continuous assessments such as projects give an opportunity a facility to teachers to evaluate their students during a course. Especially in engineering majors, defining projects for students can prepare them for real conditions, which they will face in the future. On the other hand, plagiarism may be ~~be is~~ the only reason which makes the continuous assessment such as projects seem immaterial. As far as all students have an access to the internet, they can create a decent counterfeit project without putting any effort. Also, finding plagiarists demands a lot of time and efforts for teachers.

To sum up, from the author's perspective, the final score of a study course must not only ~~must~~ be measured by a combination of formal examinations and continuous assessments, but also the proportion of each type should depend on the nature of the course.